

Grade

1

Initial Stage

Talking Trinity

Updated for 2010 syllabus

with
free
audio
CD

Preparation for the
Trinity Graded Examinations in Spoken English
(GESE)

Jeremy Walenn

Garnet
EDUCATION

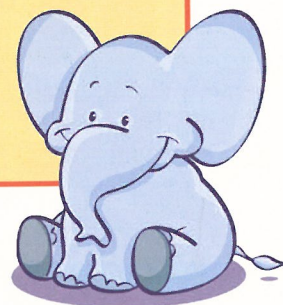
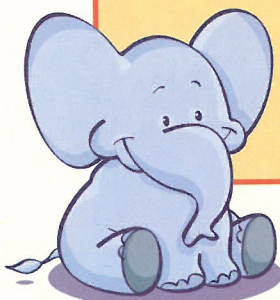
How to enter GESE

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Introduction

To teachers and parents

This book is designed to help students to prepare for the Initial Stage of the Trinity College London GESE Grade I. It is important to note that the book contains materials for practice; it is not a course book. The book aims to help pupils activate language taught previously, and to practise using it in similar situations that will arise in the exam.

The material has been revised to take into account the new GESE syllabus that came into effect from February 1, 2010.

As these are oral exams, the focus is on speaking and listening. Writing tasks are strictly limited and are there only to help students complete a speaking task, or to remember language.

There are eight lessons. Each lesson covers a subject for conversation from the exam syllabus. Lessons begin with a task to introduce the language or vocabulary item, which is then talked about by students. A series of linked exercises help students to:

- improve their accuracy;
- use the appropriate vocabulary for the task; and
- practise pronunciation.

Listening tasks help students understand the exam questions they will hear, as well as helping them to practise pronunciation.

A *Remember* box summarizes what has been practised in the lesson and acts as a revision aid for students.

Typical questions and answers from the exam are presented at the end of each lesson.

You can find out more about the exam on page 24.

To students

Practise and you will feel confident in the exam.

Remember to smile.

Look at the examiner when you are speaking.

Answer the questions as fully as you can.

Do not worry if you make a mistake.

If you do not understand a question, ask the examiner to repeat it. Say: *I'm sorry, I don't understand* or *Please repeat the question*.

Enjoy the exam.

Book map

Grade
1

Lesson title	Language
1 What's your name?	My name's ... What's your name? How old are you? I'm ... How are you? Fine, thanks. Take your book. Open your mouth. Touch the screen. Hit the ball.
2 How many fish are there?	Numbers 1 – 20 What's the next number? How many ... are there? There are ... Are there ... ? Yes, there are. / No, there aren't. fish sheep birds cats rabbits elephants horses monkeys cows
3 That's his ball	This is / These are my ... my / your / his / her / our / their Is this my / your ... ? Yes, it is. / No, it isn't. Are these my / your ... ? Yes, they are. / No, they aren't. ball hat sausages window bag books eraser pen watch
4 Open the door	What's this? It's ... What are these? They're ... bedroom bathroom dining room kitchen living room bed books cards computer cupboard rabbit shelf table
5 The body	Is Ben tall? Yes, he is. / No, he isn't. Is his head big? Are they ... ? arms feet fingers hands head legs tall short fat thin big small long
6 Faces	His hair is fair. His eyes are brown. What colour are her eyes? They're blue. Touch ... ears eyes hair mouth nose long short dark fair blue brown
7 What colour is it?	The books are red. Show me the red phone. blue green orange pink purple red yellow books box crayons paper pen ruler scissors
8 My clothes	What colour is Peter's jacket? She has a green skirt. Her blouse is yellow. belt blouse dress hat jacket shirt skirt socks suit tie trousers T-shirt black blue brown green red white yellow In this picture I have ...

What's your name?

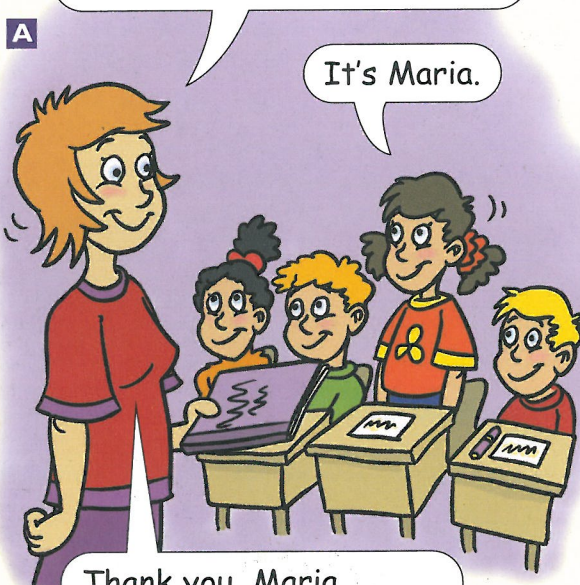
I  Listen to the conversations.

A

Hello. My name's Mrs Gray.
I'm your new teacher. What's your name?

It's Maria.

Thank you, Maria.
Take your book, please.



B

Hello. What's your name?

My name's John.

How are you today?

Fine, thanks.

Open your mouth, please.



C

Hello. You are ...?

Michelle.

How old are you?

I'm nine.

Now, touch the screen.



D

Hello. Your name's David, isn't it?

No, it isn't. It's Peter.

Oh, sorry, Peter.

Hit the ball.



2 Match.

- | | |
|---------------------------------|-----------------------------|
| a) What's your name? | 1 I'm nine. |
| b) How old are you? | 2 I'm fine, thanks. |
| c) Your name's David, isn't it? | 3 My name's Maria. |
| d) How are you? | 4 No, it isn't. It's Peter. |

Listen to Exercise 1 again and check.

3 Work with a partner. Ask and answer.

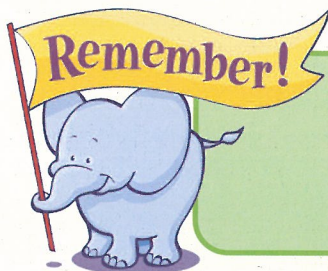
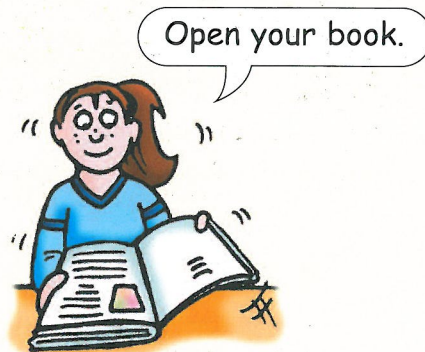
What's your name?	<i>My name's ...</i>
How are you?	<i>I'm ...</i>
How old are you?	<i>I'm ...</i>
Your name's ..., isn't it?	<i>No, it isn't. It's ...</i>

4 Match.

- | | |
|----------|---------------|
| a) Hit | 1 the screen. |
| b) Open | 2 your mouth. |
| c) Take | 3 the ball. |
| d) Touch | 4 your book. |

Listen and check.

5 Work with a partner. Say and do.



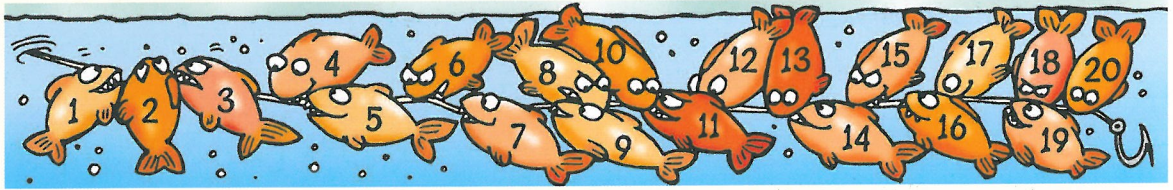
What's your name ?	<i>It's Peter.</i>
How are you?	<i>I'm fine.</i>
How old are you?	<i>I'm nine.</i>

Exam questions and answers

What's your name?	<i>My name's ...</i>
Is your name ...?	<i>Yes, it is.</i>
Your name's ..., isn't it?	<i>Yes, it is. / No, it isn't. It's ...</i>
Touch the table.	
Open the box.	
Take my pen.	

How many fish are there?

1 Listen and repeat the numbers.



1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty

2 Listen. Say the next number.

- a) 1 2 3 **4** b) 2 4 6 ... c) 1 3 5 ... d) 5 10 15 ...
 e) 9 8 7 ... f) 9 11 13 ... g) 20 19 18 ...

3 Work with a partner. Choose three numbers.
 Ask your partner *What's the next number?*

16, 17, 18. *What's the next number?*

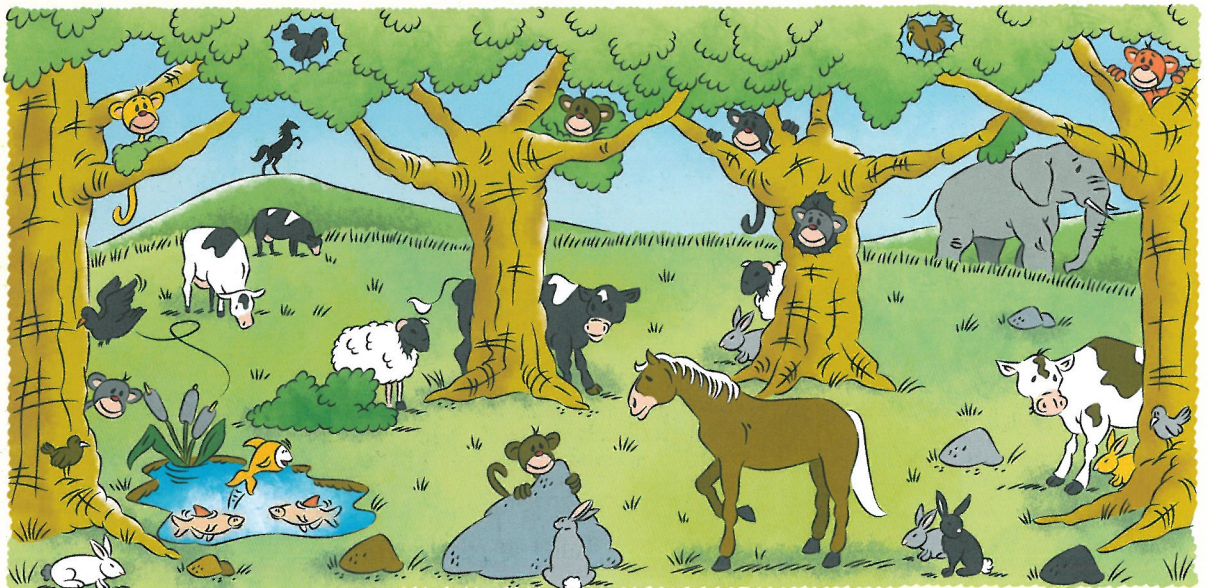
Nineteen.

4 Work with a partner. Look at the picture. Ask and answer about the animals in the box.

fish sheep birds cats rabbits elephants horses monkeys cows

How many monkeys are there?

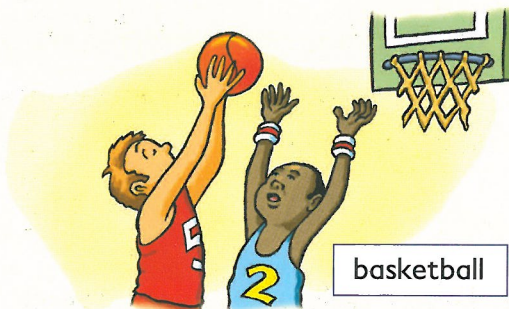
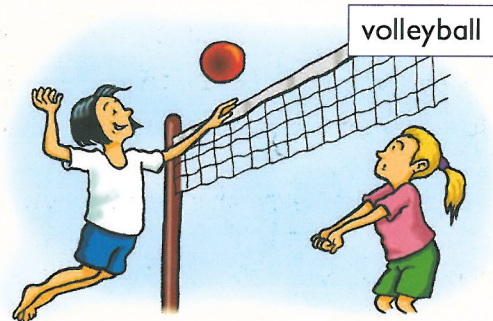
There are seven.



Listen and check.

5 Match.

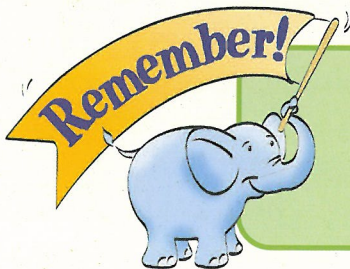
- | | |
|-------------------------|--------------|
| a) two basketball teams | 1 11 players |
| b) a football team | 2 12 players |
| c) a rugby team | 3 10 players |
| d) two volleyball teams | 4 15 players |



6 Listen and answer.

- How many players are there in a football team?
- How many players are there in a rugby team?
- How many players are there in two volleyball teams?
- How many players are there in two basketball teams?

Eleven.



How many rabbits are there?

There are six.

Are there three fish?

Yes, there are.

Are there eleven players?

No, there aren't.

Exam questions and answers

How many fish are there?

There are three (fish).

Are there six rabbits?

Yes, there are.

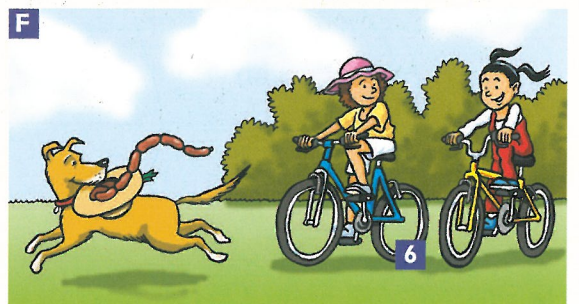
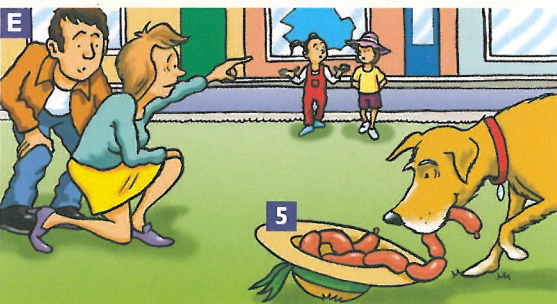
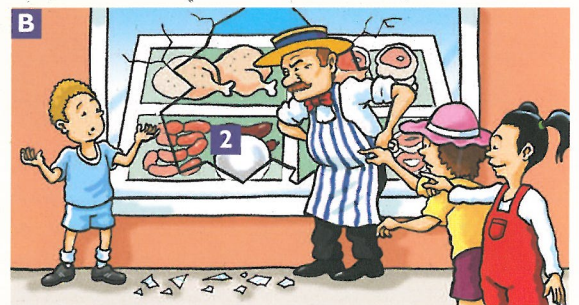
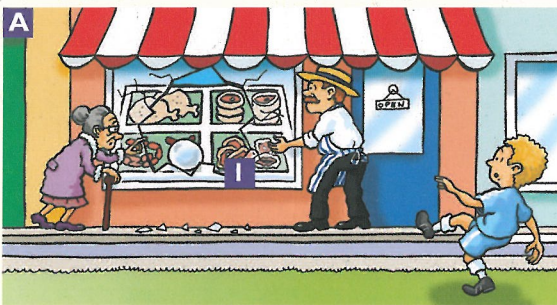
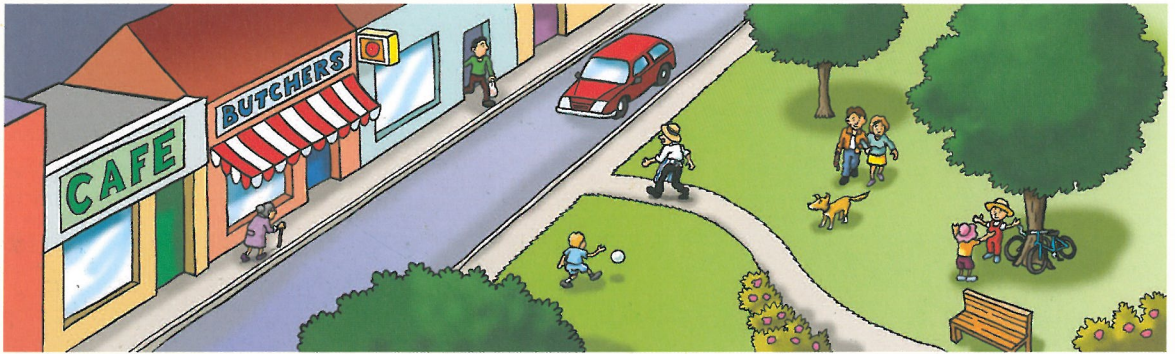
Are there three sheep?

No, there aren't. There are two.

That's his ball

- 1 Find the things in the box in the pictures below.

ball window bikes hat sausages dog



Listen, check and repeat.

- 2 Complete the sentences.
Use the words in the box.

my her his our their your

Picture A That's your window.

Picture D That's _____ dog.

Picture B That's _____ ball.

Picture E This is _____ hat.

Picture C Those are _____ sausages.

Picture F These are _____ bikes.

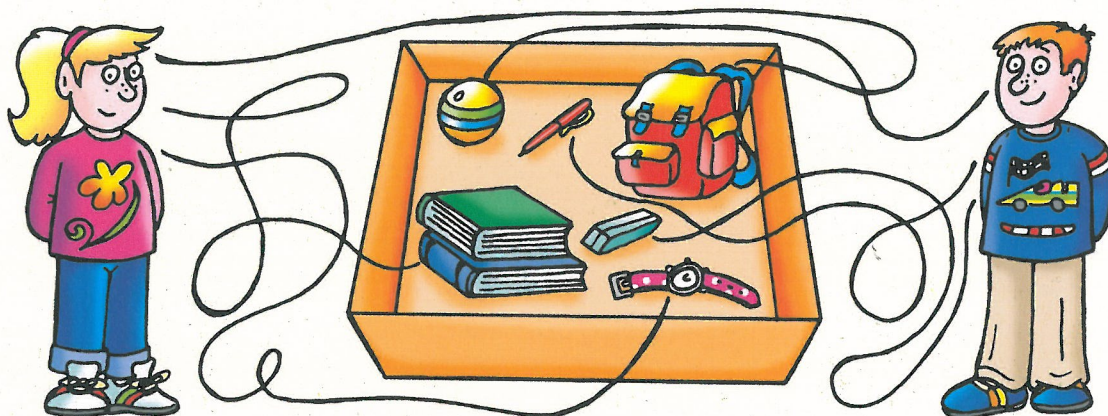
Listen, check and repeat.



- 3   Work with a partner. Ask and answer questions. Use the words in the box.

ball books bag pen watch eraser

Is that her pen?

No, it isn't. It's his.



- 4   Work with a partner. Each put three objects on the table. Ask and answer questions. Then change partners.

Is this your watch?

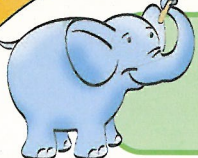
Yes, they are.

No, it isn't. It's your watch.

Are these my books?



Remember!



This is my bag.
That's your book.

These are our bikes.
That's your dog.

Exam questions and answers

Is this his pen?

No, it isn't.

Is that your watch?

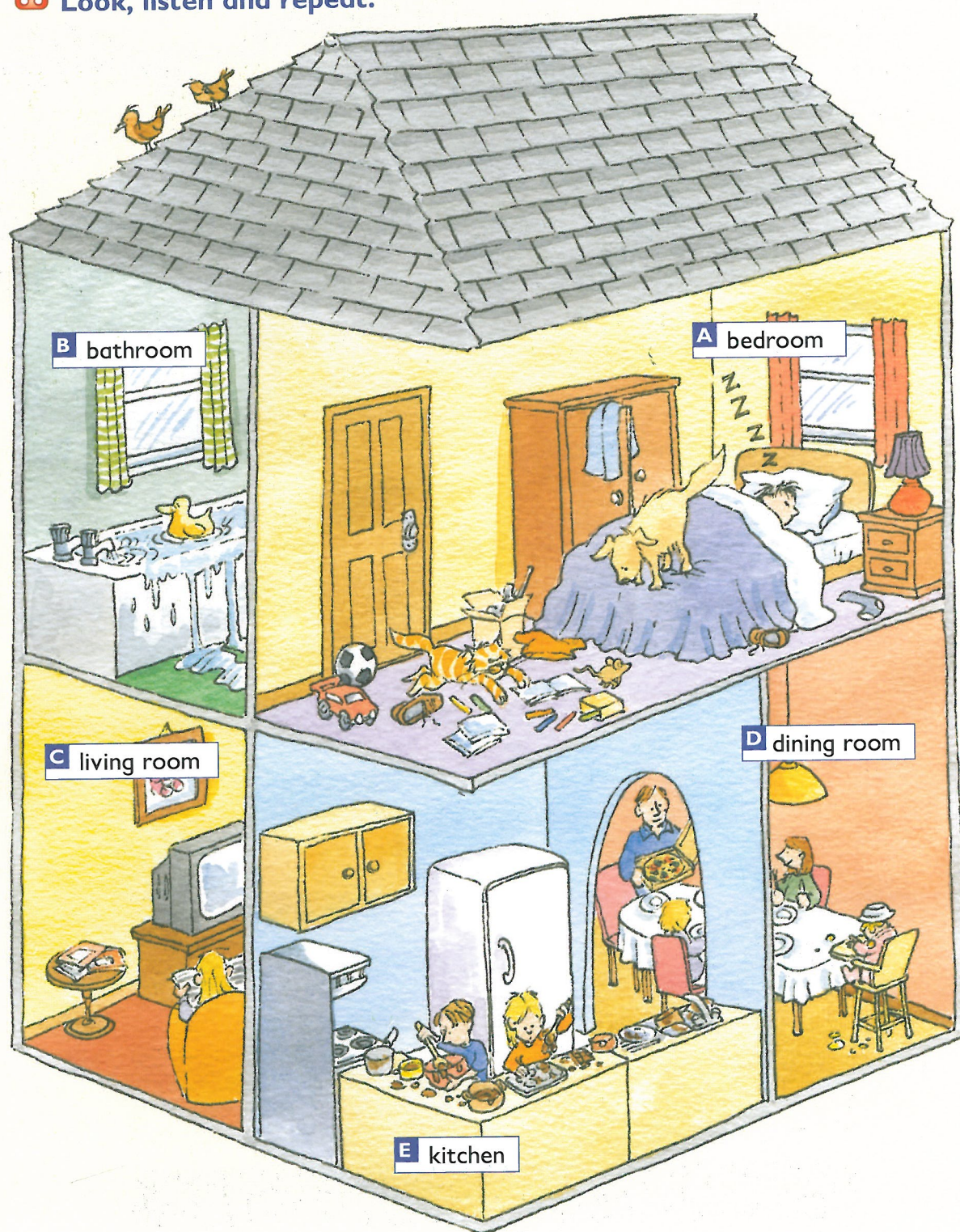
Yes, it is.

Are these your books?

No, they aren't. They're **your** books.

Open the door

1 Look, listen and repeat.



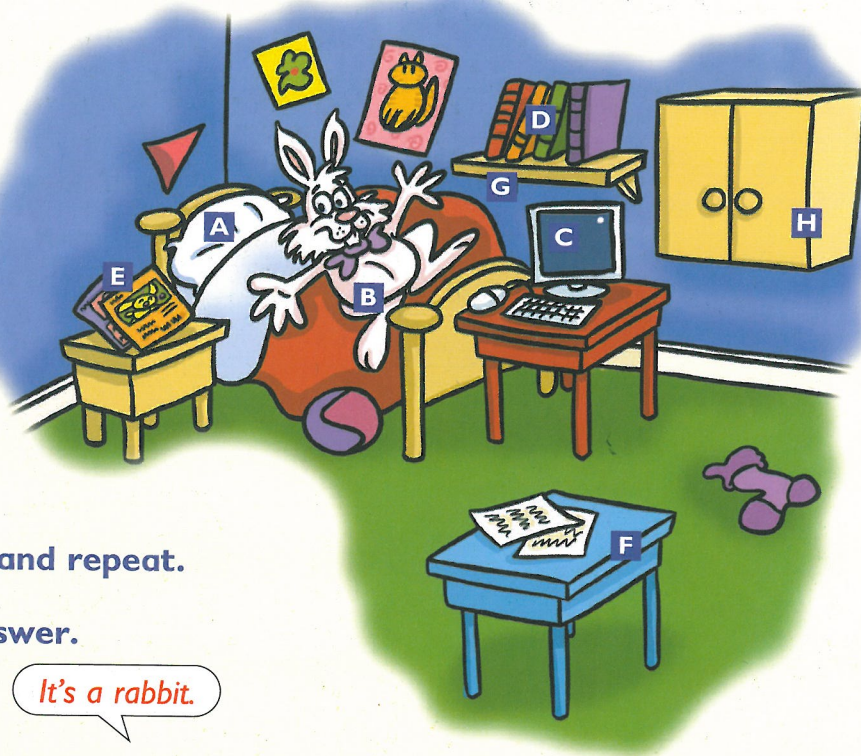
2 Listen and answer.

- Look at room A. What room is this?
- Look at room B. Is it the bedroom?
- Look at room C. What room is this?
- Look at room D. Is it the living room?
- Look at room E. What room is this?

It's the bedroom.

3 Look at the picture. Match the words and the letters.

- books ☐
- cards ☐
- computer ☐
- bed ☒ A
- rabbit ☐
- shelf ☐
- cupboard ☐
- table ☐



Listen, check and repeat.

Listen and answer.

B What's this? *It's a rabbit.*

4 Work with a partner. Ask and answer.

What's this?

It's a ...

What are these?

They're ...

5 Draw your bedroom. Put five things in your bedroom.

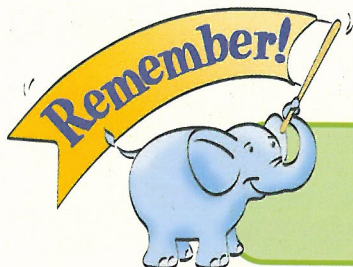
Work with a partner. Ask and answer.

What's this?

It's a ...

What are these?

They're ...



What's **this**? *It's a rabbit.*

What are **these**? *They're books.*

Exam questions and answers

What room is this?

It's the bedroom.

Is it the bathroom?

No, it's the bedroom.

What's this?

It's a ...

What are these?

They're ...

Show me the bed.

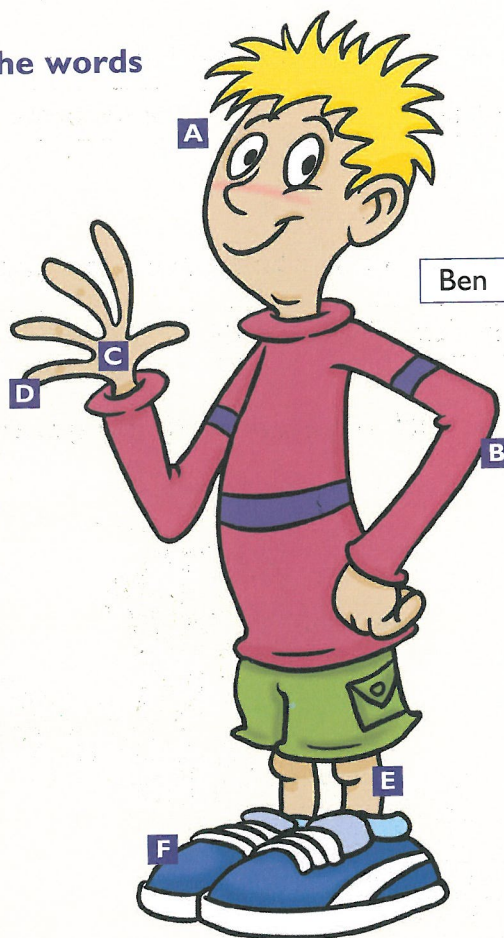
Point to the books.

The body

- 1 Look at the picture. Match the words and the letters.

arms ☐
 feet ☐
 fingers ☐
 head ☒ A
 hands ☐
 legs ☐

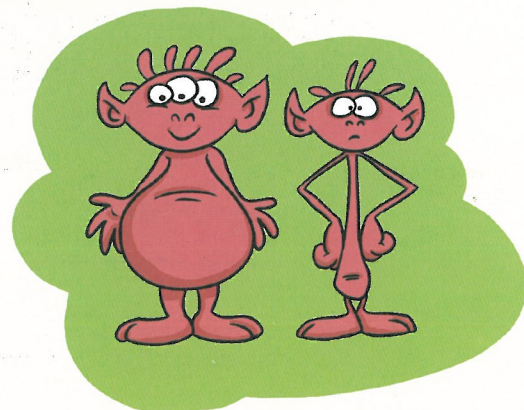
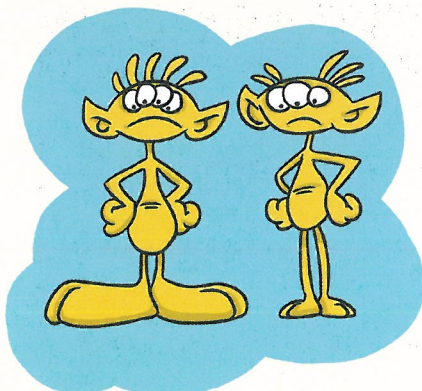
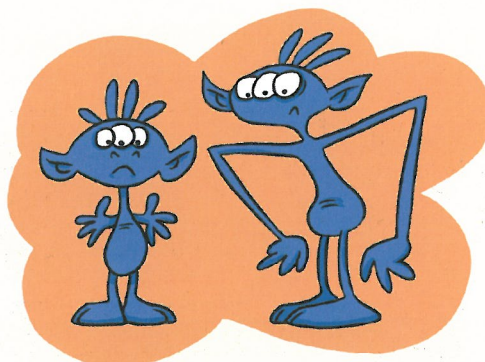
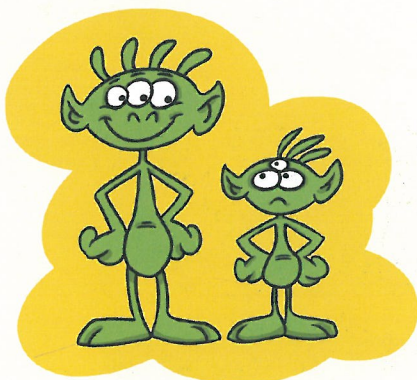
Listen, check and repeat.



- 2 Match the opposites.

a) tall	1 small
b) fat	2 short
c) big	3 short
d) long	4 thin

Listen, check and repeat.



- 3 Look at Ben in Exercise 1. Listen and answer.

Is Ben tall?

Yes, he is.

Are his arms short?

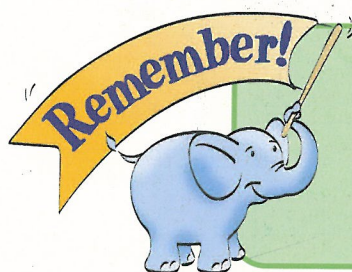
No, they aren't. They're long.

- 4 Work with a partner. Ask and answer questions about Ben.

Are Ben's fingers short?

No, they aren't. They're long.

- 5 Work with a partner. Play a game.



a big head

long arms

small feet

Is his head big?

Yes, it is.

Are his feet small?

No, they aren't.

Exam questions and answers

Is he tall?

Yes, he is. / No, he isn't.

Are her fingers long?

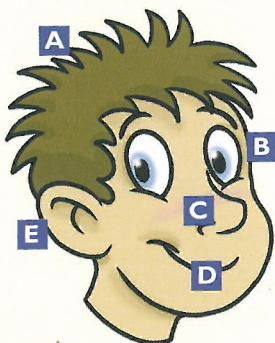
Yes, they are. / No, they aren't.

Point to his head.

Show me your hands.

Faces

- 1 Look at the picture. Match the words and the letters.



eyes	<input type="checkbox"/>
nose	<input type="checkbox"/>
mouth	<input type="checkbox"/>
ears	<input type="checkbox"/>
hair	<input checked="" type="checkbox"/> A



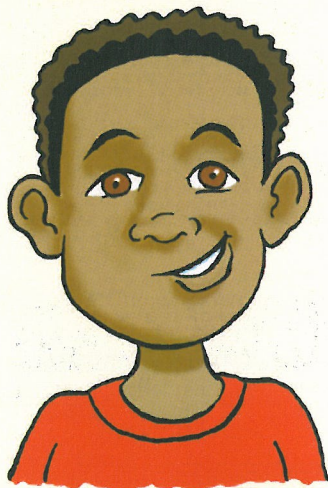
Listen, check and repeat.

- 2 Listen and do.
- 3 Work in a group of four. Play the Simple Simon Game.
- 4 Look at the pictures. Listen and choose.

His eyes are brown.

Picture A.

A



B



C



D



Listen and check.

- 5   **Work with a partner. Describe and choose.**

His hair is long and fair.

Picture B.

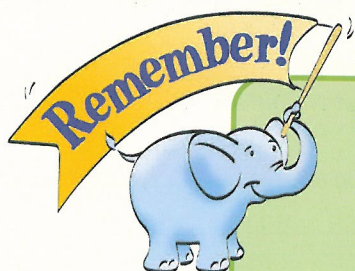
- 6   **Work with a partner. Draw a face. Ask and answer questions.**

Is his hair long?

What colour are her eyes?

No, it isn't. It's short.

They're blue.



Touch.

Draw.

his eyes

her nose

your hair

fair

dark

brown

blue

What colour are her eyes?

They're blue.

What colour is his hair?

It's dark.

Exam questions and answers

Touch your eyes.

Draw a face.

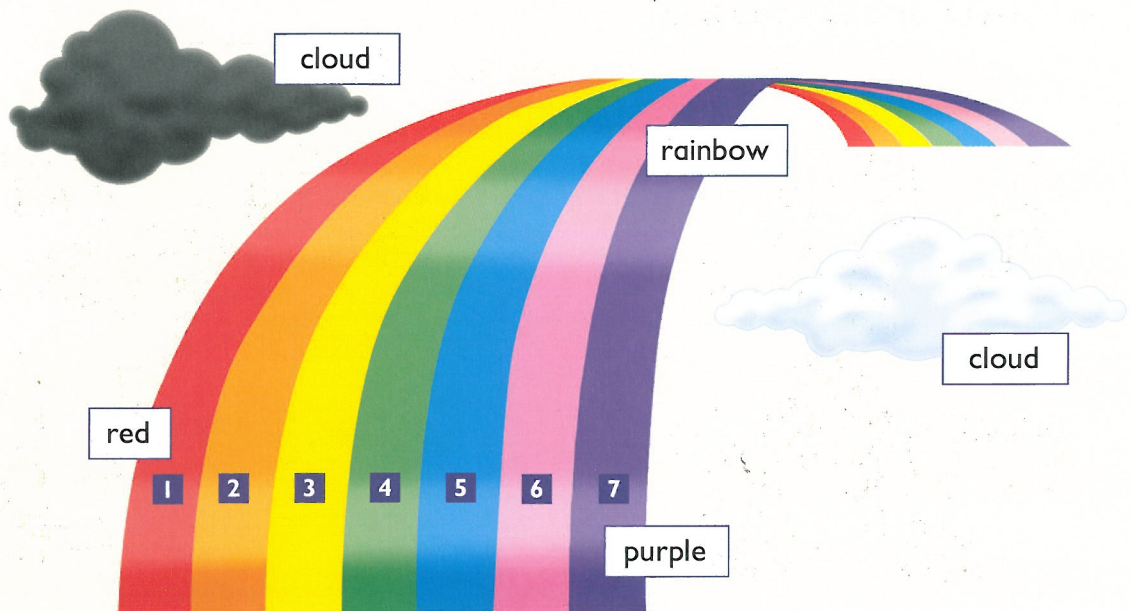
What colour is her hair?

It's fair.

What colour are his eyes?

They're blue.

What colour is it?



- 1 Look at the picture. Put the colours in the right order.

blue green pink orange red purple yellow

1 red

2 _____

3 _____

4 _____

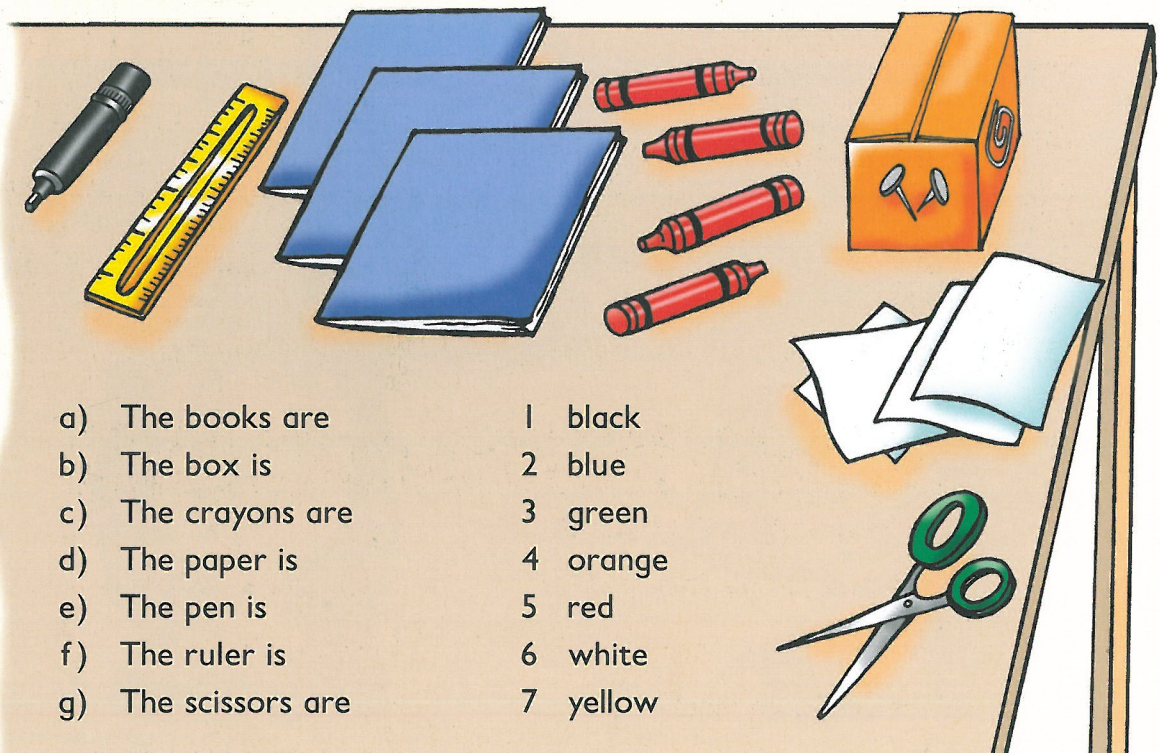
5 _____

6 _____

7 purple

- Listen, check and repeat.

- 2 Look at the picture. Match the objects and the colours.



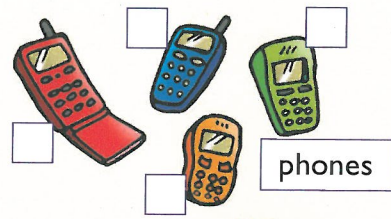
- a) The books are
b) The box is
c) The crayons are
d) The paper is
e) The pen is
f) The ruler is
g) The scissors are

- 1 black
2 blue
3 green
4 orange
5 red
6 white
7 yellow

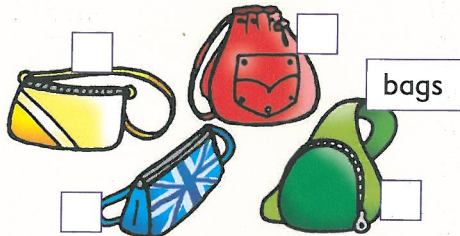
- Listen, check and repeat.

3 Listen and tick the box.

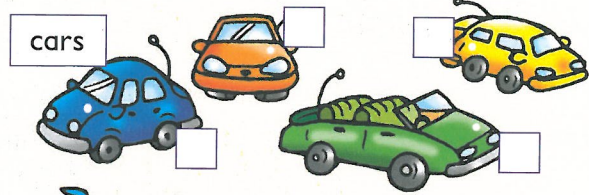
Show me the red phone.



phones



bags



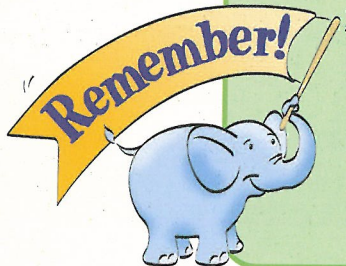
cars



monsters

4 Work with a partner.
Ask and show.

Show me the blue monster.



Colours

blue	black	green
orange	red	yellow
white	pink	purple

Classroom objects

book	crayon
eraser	pencil
pen	ruler
scissors	

Exam questions and answers

What colour is the pen?	It's black.
Show me the blue car.	Here you are.
What colour are the scissors?	They're green.
Is your pen black?	No, it isn't. It's blue.

My clothes

1 Match the colours and the clothes.

Peter



Mary



- | | |
|-------------|----------|
| a) dress | 1 black |
| b) hat | 2 blue |
| c) jacket | 3 green |
| d) T-shirt | 4 red |
| e) socks | 5 white |
| f) trousers | 6 yellow |

Listen, check and repeat.

2 Work with a partner. Cover the picture. Ask and answer.

What colour is Peter's jacket?

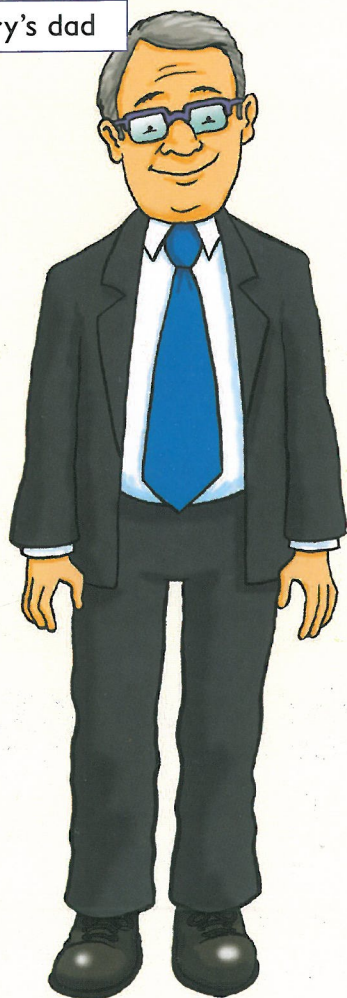
His jacket's ...

What colour is Mary's dress?

Her dress is ...

3 Look at the pictures. Listen and repeat.

Mary's dad



Peter's mum



- 4 Look at the pictures. Complete the sentences.
Use the words in the box.

belt blouse shirt skirt suit tie

Peter's mum has ...

a green _____ .

a yellow _____ .

a brown _____ .

Mary's dad has ...

a black _____ .

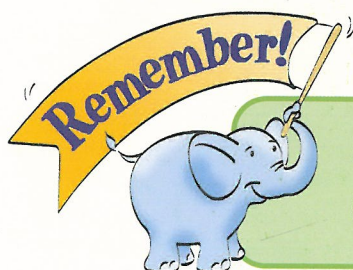
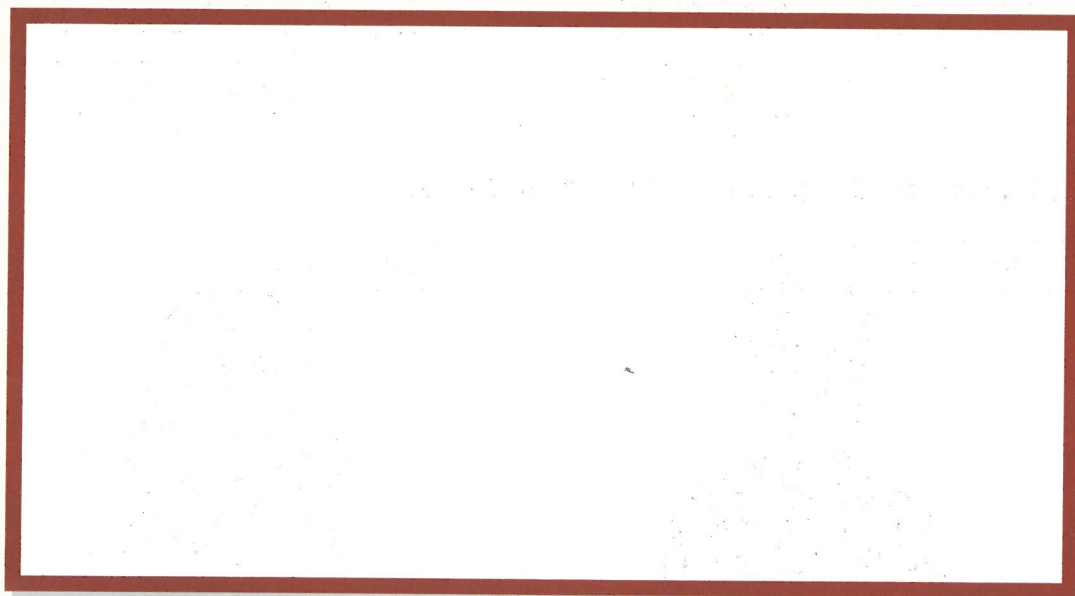
a white _____ .

a blue _____ .

 Listen, check and repeat.

- 5  Bring a photograph. Tell a partner
about your clothes.

In this picture I have ...



I have a green dress.

He **has** black trousers.

His jacket's blue.

Her blouse is yellow.

Exam questions and answers

What colour's your dress?

It's red.

What colour are your trousers?

They're black.

Is your blouse blue?

No, it isn't. It's yellow.

Is your shirt white?

Yes, it is.

Vocabulary builder

Build your own vocabulary

Lesson 1

Imperative verbs

hit

open

take

touch

Lesson 2

Numbers 1 to 20

Sports

basketball

football

rugby

volleyball

Animals

birds

cats

cows

elephants

fish

horses

monkeys

rabbits

sheep

Lesson 3

For school

bag

ball

books

eraser

pen

watch

Lesson 4

Rooms

bathroom

bedroom

dining room

kitchen

living room

In the bedroom

bed

book

cards

computer

cupboard

rabbit

shelf

table

Lesson 5

The body

arms

feet

fingers

hands

head

legs

Adjectives

big

fat

long

short

small

tall

thin

Lesson 6

The face

ears
eyes
hair
mouth
nose

Adjectives

blue
brown
dark
fair
long
short

Imperatives

draw
touch

Lesson 7

Colours

black
blue
green

orange

pink

purple

red

white

yellow

tie

trousers

T-shirt

Classroom objects

books

box

crayons

paper

pen

ruler

scissors

Lesson 8

Clothes

belt

blouse

dress

hat

jacket

shirt

skirt

socks

suit

About the Grade 1 exam

Exam format

The candidate holds a conversation with the examiner.

Time: 5 minutes

There are **four** phases to the conversation:

1 Greetings

The examiner says *hello* and tries to put the candidate at ease.

2 Instructions

The examiner gives some simple instructions that the candidate carries out.

3 Questions

The examiner asks some questions related to the subject areas for conversation.

4 Leave-taking

The examiner brings the conversation to an end by wishing the candidate goodbye.

Candidate performance

The candidate is expected to:

- exchange greetings with the examiner;
- understand simple instructions and requests, showing understanding

through appropriate actions or the production of appropriate spoken responses;

- give very short, even single-word answers to simple closed questions and requests for information; and
- identify and name colours, parts of the body, numbers, items of clothing and objects in immediate surroundings.

Grammatical items

Understanding and using the present simple tense of the verb *to be* and other common verbs such as *go, show, point, come, give, sit down* and *stand up*. Imperatives (to which the candidate should respond).

Nouns in singular and plural.

Adjectives (including possessives).

Articles.

Pronouns.

Demonstratives.

Subject areas for conversation

Personal information.

Immediate surroundings.

Items of clothing.

Numbers up to 20.

Parts of the body.

Initial Stage assessment criteria

At each grade of the Initial Stage, the examiner will apply the following criteria:

Readiness: The candidate's understanding of the examiner.

Satisfying the requirements listed under candidate performance for each grade (the examiner allows for hesitation and slowness of response).

Pronunciation: Production of individual sounds to form words that are intelligible.

Usage: Accuracy of grammatical items used. Use of appropriate vocabulary.

Sample examination report

Examination report - Grade 1

(This is **not** a certificate)

Any Name

Grade 1

Registration no: xxxxxx:xxxxxxxx

Centre: Any Centre

Session: 52010

Graded Examinations in Spoken English

Task fulfilment

Conversation A B ~~C~~ D

The above profile would indicate the following overall result: PASS

Key areas for improvement

Conversation CS ☐ G ☐ L ☒ P ☐

CS = Communicative skills; G = Grammar; L = Lexis; P = Phonology

The result on this Examination report form is provisional and is confirmed by the issue of a certificate (or otherwise).

Candidate ID seen: Yes ☒

No ☐

Examiner's signature: J. Smith

Date: 3 May 2010

Tapescript

Presenter: **Grade 1, Lesson 1: What's your name? Exercise 1 Listen to the conversations.**

Mrs Smith: a) Hello. My name's Mrs Smith. I'm your new teacher. What's your name?

Maria: It's Maria.

Mrs Smith: Thank you, Maria. Take your book, please.

Presenter: b)

Dentist: Hello. What's your name?

John: My name's John.

Dentist: How are you today?

John: Fine, thanks.

Dentist: Open your mouth, please.

Presenter: c)

TV Presenter: Hello. You are ... ?

Michelle: Michelle.

Presenter: How old are you?

Michelle: I'm nine.

Presenter: Now, touch the screen.

Presenter: d)

Coach: Hello. Your name's David, isn't it?

Peter: No, it isn't. It's Peter.

Coach: Oh, sorry, Peter. Hit the ball.

Presenter: **Grade 1, Lesson 1: Exercise 4 Listen and check.**

Coach: Hit the ball.

Dentist: Open your mouth.

Teacher: Take your book.

TV Presenter: Touch the screen.

Presenter: **Grade 1, Lesson 2: How many fish are there? Exercise 1 Listen and repeat the numbers.**

Voice: One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Presenter: **Grade 1, Lesson 2: Exercise 2 Listen. Say the next number.**

Presenter: a)

Voice 1: one, two, three ...

Voice 2: four

Presenter: b)

Voice 1: two, four, six ...

Voice 2: eight

Presenter: c)

Voice 1: one, three, five ...

Voice 2: seven

Presenter: d)

Voice 1: five, ten, fifteen ...

Voice 2: twenty

Presenter: e)

Voice 1: nine, eight, seven ...

Voice 2: six

Presenter: f)

Voice 1: nine, eleven, thirteen ...

Voice 2: fifteen

Presenter: g)

Voice 1: twenty, nineteen, eighteen ...

Voice 2: seventeen

Presenter: **Grade 1, Lesson 2: Exercise 4 Listen and check.**

Voice 1: How many monkeys are there?

Voice 2: There are seven.

Voice 1: How many rabbits are there?

Voice 2: There are six.

Voice 1: How many cows are there?

Voice 2: There are four.

Voice 1: How many birds are there?

Voice 2: There are five.

Voice 1: How many sheep are there?

Voice 2: There are two.

Voice 1: How many elephants are there?

Voice 2: There is one.

Voice 1: How many horses are there?

Voice 2: There are two.

Voice 1: How many fish are there?

Voice 2: There are three.

Presenter: **Grade 1, Lesson 2: Exercise 6 Listen and answer.**

Presenter: a)

Voice 1: How many players are there in a football team?

Voice 2: Eleven.

Presenter: b)

Voice 1: How many players are there in a rugby team?

Voice 2: Fifteen.

Presenter: c)

Voice 1: How many players are there in two volleyball teams?

Voice 2: Twelve.

Presenter: d)

Voice 1: How many players are there in two basketball teams?

Voice 2: Ten.

Presenter: **Grade 1, Lesson 3: That's his ball Exercise 1 Listen, check and repeat.**

Presenter: 1

Voice: window window

Presenter: 2

Voice: ball ball

Presenter: 3

Voice: sausages sausages

Presenter: 4

Voice: dog dog

Presenter: 5

Voice: hat hat

Presenter: 6

Voice: bikes bikes

Presenter: **Grade 1, Lesson 3: Exercise 2**
Listen, check and repeat.

Presenter: Picture A

Old lady: That's *your* window. That's *your* window.

Presenter: Picture B

Girl: That's *his* ball. That's *his* ball.

Presenter: Picture C

Butcher: Those are *my* sausages. Those are *my* sausages.

Presenter: Picture D

Girl: That's *their* dog. That's *their* dog.

Presenter: Picture E

Woman in park: This is *her* hat. This is *her* hat.

Presenter: Picture F

Girls: These are *our* bikes. These are *our* bikes.

Presenter: **Grade 1, Lesson 4: Open the door**
Exercise 1 Listen, listen and repeat.

Presenter: A

Voice: bedroom bedroom

Presenter: B

Voice: bathroom bathroom

Presenter: C

Voice: living room living room

Presenter: D

Voice: dining room dining room

Presenter: E

Voice: kitchen kitchen

Presenter: **Grade 1, Lesson 4: Exercise 2**
Listen and answer.

Voice 1: Look at room A. What room is this?

Voice 2: It's the bedroom.

Voice 1: Look at room B. Is it the bedroom?

Voice 2: No, it's the bathroom.

Voice 1: Look at room C. What room is this?

Voice 2: It's the living room.

Voice 1: Look at room D. Is it the living room?

Voice 2: No, it's the dining room.

Voice 1: Look at room E. What room is this?

Voice 2: It's the kitchen.

Presenter: **Grade 1, Lesson 4: Exercise 3**
Listen, check and repeat.

Presenter: A

Voice: It's a bed. It's a bed.

Presenter: B

Voice: It's a rabbit. It's a rabbit.

Presenter: C

Voice: It's a computer. It's a computer.

Presenter: D

Voice: They're books. They're books.

Presenter: E

Voice: They're cards. They're cards.

Presenter: F

Voice: It's a table. It's a table.

Presenter: G

Voice: It's a shelf. It's a shelf.

Presenter: H

Voice: It's a cupboard. It's a cupboard.

Presenter: **Grade 1, Lesson 4: Exercise 3**
Listen and answer.

Voice 1: B: What's this?

Voice 2: It's a rabbit.

Voice 1: G: What's this?

Voice 2: It's a shelf.

Voice 1: C: What's this?

Voice 2: It's a computer.

Voice 1: F: What's this?

Voice 2: It's a table.

Voice 1: E: What are these?

Voice 2: They're cards.

Voice 1: A: What's this?

Voice 2: It's a bed.

Voice 1: D: What are these?

Voice 2: They're books.

Voice 1: H: What's this?

Voice 2: It's a cupboard.

Presenter: **Grade 1, Lesson 5: The body**
Exercise 1 Listen, check and repeat.

Presenter: 1

Voice: head head

Presenter: 2

Voice: arms arms

Presenter: 3

Voice: hands hands

Presenter: 4

Voice: fingers fingers

Presenter: 5

Voice: legs legs

Presenter: 6

Voice: feet feet

Presenter: **Grade 1, Lesson 5: Exercise 2**
Listen, check and repeat.

Voice: tall short

fat thin

small big

long short

Presenter: **Grade 1, Lesson 5: Exercise 3**
Look at Ben in Exercise 1. Listen and answer.

Voice 1: Is Ben tall?

Voice 2: Yes, he is.

Voice 1: Are his arms short?

Voice 2: No, they aren't. They're long.

Voice 1: Is he fat?

Voice 2: No, he isn't. He's thin.

Voice 1: Are his feet small?

Voice 2: No, they aren't. They're big.
Voice 1: Is his head big?
Voice 2: Yes, it is.
Voice 1: Are his legs long?
Voice 2: No, they aren't. They're short.
Voice 1: Are his fingers short?
Voice 2: No, they aren't. They're long.

Presenter: **Grade 1, Lesson 6: Faces**
Exercise 1 Listen, check and repeat.

Voice: a) hair hair
Voice: b) eyes eyes
Voice: c) nose nose
Voice: d) mouth mouth
Voice: e) ears ears

Presenter: **Grade 1, Lesson 6: Exercise 2**
Listen and do.

Voice: Touch your hair.
Voice: Touch your eyes.
Voice: Touch your nose.
Voice: Touch your mouth.
Voice: Touch your ears.

Presenter: **Grade 1, Lesson 6: Exercise 4**
Look at the pictures. Listen and choose. Now you try.

Voice: His eyes are brown.
 Her hair is long and dark.
 His hair is long and fair.
 Her eyes are blue.

Presenter: **Grade 1, Lesson 6: Exercise 4**
Listen and check.

Voice 1: His eyes are brown.
Voice 2: Picture A.
Voice 1: Her hair is long and dark.
Voice 2: Picture C.
Voice 1: His hair is long and fair.
Voice 2: Picture B.
Voice 1: Her eyes are blue.
Voice 2: Picture D.

Presenter: **Grade 1, Lesson 7: What colour is it? Exercise 1 Listen, check and repeat.**

Voice: 1 red red
 2 orange orange
 3 yellow yellow
 4 green green
 5 blue blue
 6 pink pink
 7 purple purple

Presenter: **Grade 1, Lesson 7: Exercise 2**
Listen, check and repeat.

Voice 1: The books are blue. The books are blue.
Voice 2: The box is orange. The box is orange.
Voice 1: The crayons are red. The crayons are red.
Voice 2: The paper is white. The paper is white.
Voice 1: The pen is black. The pen is black.
Voice 2: The ruler is yellow. The ruler is yellow.
Voice 1: The scissors are green. The scissors are green.

Presenter: **Grade 1, Lesson 7: Exercise 3**
Listen and tick the box.

Voice: Show me the red phone.
 Show me the green car.
 Show me the yellow bag.
 Show me the orange monster.

Presenter: **Grade 1, Lesson 8: My clothes**
Exercise 1 Listen, check and repeat.

Voice 1: Mary
 Her dress is yellow. Her dress is yellow.
 Her hat's red. Her hat's red.
 Her socks are white. Her socks are white.
Voice 2: Peter
 His trousers are black.
 His trousers are black.
 His T-shirt's green. His T-shirt's green.
 His jacket's blue. His jacket's blue.

Presenter: **Grade 1, Lesson 8: Exercise 3**
Look at the pictures. Listen and repeat.

Voice 1: Peter's Mum.
 Her blouse is yellow.
 Her skirt's green.
 Her belt's brown.
Voice 2: Mary's Dad.
 His suit's black.
 His shirt's white.
 His tie's blue.

Presenter: **Grade 1, Lesson 8: Exercise 4**
Listen, check and repeat.

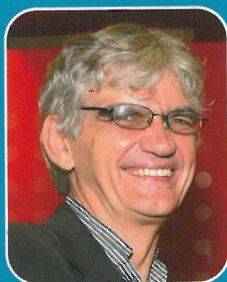
Voice 1: Peter's Mum has a green skirt.
 Peter's Mum has a yellow blouse.
 Peter's Mum has a brown belt.
Voice 2: Mary's Dad has a black suit.
 Mary's Dad has a white shirt.
 Mary's Dad has a blue tie.

Talking Trinity

The Trinity College London Graded Examinations in Spoken English (GESE) provide a structured framework to encourage students to improve their oral skills using language that is appropriate to their needs. This book covers the Initial Stage Grade 1 of the GESE. There are eight lessons. Each lesson focuses on one of the conversational subjects in the Trinity syllabus. The lessons provide:

- listening and speaking practice;
- grammar and vocabulary support; and
- examination advice.

The pictures and illustrations provide materials specially designed to motivate students to speak about subjects that are of interest to them. The lessons are not only enjoyable but also provide a complete and thorough preparation for the exams.



Jeremy Walenn has had a varied career. He graduated in Law and then taught in primary schools for five years before becoming an EFL teacher. He has worked in large language schools in London and Oxford. He was previously Head of the Language Centre at Cranfield University and now works as Garnet Education's academic manager for South-East Asia. He was appointed as an examiner for Trinity College London in 1990, and since then he has examined in the Far East, Europe and South America. He specializes in writing books on testing and examination preparation and has been published widely.

This edition and all related components are not for sale in Italy or Canton Ticino, Switzerland.

These materials fully conform with the requirements of Trinity College London's GESE Syllabus 2010–2013.

Suitable for:

Beginner

IELTS –

CEF –

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